

UNIVERSITY OF ALBERTA
29 NOVEMBER 1991

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Restructuring absolutely crucial, Vice-President (Academic) says

Faculty of Home Economics under study

There is a sense of pride on campus that this University was the first in the country to examine restructuring issues and do it in as fair and open a manner as possible, Vice-President (Academic) John McDonald said last week.

"We're taking charge of our own future, rather than letting it be dictated to us."

Former Vice-President (Academic) Peter Meekison and the Vice-Presidents of the time established a workable process for change, and they deserve a lot of credit for setting the framework in place, Dr McDonald said. "Like all of us, I wish cuts were not necessary, but I think the Deans are satisfied that when difficult decisions have to be made, selective cuts must be part of the agenda."

The Vice-President confirmed that the Faculty of Home Economics is one of the units a restructuring committee is examining. "It was already under study when I became Vice-President." That advisory committee to the Vice-President (Academic) is charged with considering possible restructuring and addresses the options it wants to raise.

On the advice of the restructuring committee, the Vice-President (Academic) decides

whether or not to recommend changes. If so, the appropriate GFC committees will then consider the proposals. Depending on the decision of the GFC committees, proposals may go forward to the Board of Governors.

Dr McDonald said he couldn't predict the timing. "We're looking at a number of issues at this time and when it gets to the point where action is required, we'll move rather quickly." It will be important to resolve these matters with reasonable speed, he said.

"Last year's experience worked surprisingly well. The issues were difficult and discussions vigorous. The process fostered a climate in which people in the University were willing to look at change and at both the positive and negative aspects," he said. The Vice-President noted that although the Students' Union was against cuts, it did decide that if they must be made, vertical cuts were preferable.

"As the first university to accomplish restructuring, I think our experience is that it works, in part, because tenure has been respected—and I believe we must continue to respect tenure," Dr McDonald said.

Stuart Smith, in his 1991 Commission of Inquiry on Canadian University Education, recommended that tenure be maintained in the sense of continuing employment, but that it should be defined to allow for dismissals with compensation when departmental closure or downsizing occurs. Dr McDonald said Dr Smith is wrong. "An important reason for our success is that tenure was respected."

Asked whether he was worried that the University's diversity of courses would be able to be maintained, Dr McDonald said, "We will continue to have a large array of courses and programs. In fact, our ability to improve our course and program offerings and deliver service where it is needed is absolutely crucial."

He said the availability of resources is one of the driving forces behind restructuring, but not the only one. "We should be doing these things even when we're in very good shape," he said. And on the revenue side of the equation, Dr McDonald said, "I think tuition fees must be gradually adjusted upward."

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Two and a half year old Lynda Mao inspects her father's degree at Fall Convocation ceremonies 21 November. Her father, Guo Dong Mao, received his PhD (Physiology).

Harris anticipates another tough budget for University

Now in early stages of budgetary process

Vice-President (Administration) Glenn Harris has asked the campus community to begin thinking and planning for the 1992-93 budget.

"We're in the early stages of budget planning for 1992-93, and one of the steps we've taken is to issue a [5 November] letter to Deans, Chairs and unit heads to inform people about the situation," Harris said last week. "We hope people will better understand the nature of the problems we expect to encounter and the issues that need to be resolved."

"The messages are fairly clear. While we can't be very specific now, we know we have some difficulties. We might as well talk about them and make sure our decisionmaking is as well informed as possible."

"We hope this will stimulate informed planning at the unit level," he said. "And even though there's a lot of uncertainty, we want people to start thinking about the prospects for the 1992-93 budget. We also want to get some feedback from people. Over the next couple of months, each Vice-President will be working with their own units, getting a better

feel for the budget prospects, so that early in the new year we would be in the position to prepare a draft budget for 1992-93."

Harris said that draft budget would be more specific, including such things as global revenue and expenditure assumptions and the individual treatment of budget units. Asked whether at that point the University would know what the grant from the provincial government would be, Harris said yes "that's one of the big uncertainties now. It's been customary for the government to announce the grant in December or early January. Armed with that information, we would be in a position to be far more specific early in the new year."

The Vice-President said, "The messages are fairly clear. While we can't be very specific now, we know we have some difficulties. We might as well talk about them and make sure our decisionmaking is as well informed as possible."

There's a commitment to more selective budget treatment, he said. "We expect more differentiation this year, we just don't know how much more at this time. There will be taxes—it seems unavoidable, but how uniform those taxes will be is unclear. They will be less uniform than last year."

Harris said the 1991-92 budget deficit projection is about \$3.5 million, which will be covered by the Unallocated Investment Fund (UIF). "We're planning for next year on a bal-

anced budget. The way it's referred to is that the U of A faces a \$6 to \$12 million deficit next year. That's not exactly true. What we're saying is that in order to avoid a deficit of that size, then we're going to have to plan carefully and look at what we can do on the revenue and expenditure sides to solve the problems."

"One of the basic principles governing budget preparation has been and will continue to be that we've got to balance the budget. There's some avoidable outcomes. You build a budget on the basis of certain assumptions and certainly circumstances change," he explained, adding that in essence the language of *The Universities Act* demands it.

This year, the University's enrollment was lower than anticipated. That meant a loss of approximately \$1 million in tuition fee revenues, he told *Folio*. The provincial grant, tied to enrollment, also cut into revenues. The UIF's market value in the year end audited financial statements was \$5.9 million. "With the deficit this year, we expect it will be drawn down. We don't expect it to be exhausted."

But Harris pointed out that with the prospects of not having the UIF to rely on in the future, the administration is looking at the need to formally create a reserve to provide some protection. "We have to acknowledge the fact that unforeseen things happen during the year."

The Vice-President said it should really come as no surprise that the University expects to use the greater flexibility provided for in the government's new tuition policy. "We sought greater flexibility in setting fees and we would expect to use it."

Asked what impact the budgeting would have on Non-Academic Staff Association members, Harris said that given how much money is tied up in salaries, the experience of the last several years and the expenditure reductions foreseen, positions will be lost. "One of the reasons that we want to make sure unit planning is occurring right now is so that if positions are at stake units will be able to plan sufficiently well to minimize the effect it [the possible loss of positions] has on incumbent staff. There's no way to predict how many people will be affected by the budget problems that we foresee for next year."

Harris said the long-term savings from last year's structural changes are estimated at \$3.8 million. The savings actually realized in 1991-92 were in the neighbourhood of \$650,000.

Harris concluded that, for obvious reasons, it's easy for the campus community to become preoccupied with budget problems. "There's still a lot of exciting things going on and a lot of planning and thought going into things other than how to cope with budget reductions. The real challenge is how, in the face of financial problems, do you continue to prosper and grow."

UNIVERSITY OF ALBERTA ASSOCIATE VICE-PRESIDENTS (ACADEMIC)

The Vice-President (Academic) invites applications from the academic staff for two full-time positions in the Office of the Vice-President (Academic):

ASSOCIATE VICE-PRESIDENT (ACADEMIC PROGRAMS)

The principal responsibilities of the Associate Vice-President (Academic Programs) will be to assist in the planning, development, support and evaluation of academic programs; and to assist in the preparation of operating and capital budgets for academic units reporting to the Vice-President (Academic). In carrying out these responsibilities the incumbent will be working closely with the Vice-President (Academic) to promote high standards of academic excellence throughout the University.

ASSOCIATE VICE-PRESIDENT (ACADEMIC STAFF RELATIONS)

The Associate Vice-President (Academic Staff Relations) will be responsible for providing assistance and advice to the Vice-President (Academic) in all matters related to academic staff relations including Agreement Review; and for receiving and investigating faculty discipline/dismissal complaints under Article 12 of the Faculty Agreement.

In addition to spending about half their time on activities related to their principal responsibilities, the Associate Vice-Presidents will advise the Vice-President in a wide variety of academic issues as they arise, and will act for the Vice-President from time to time, for example, on the key committees of the University.

Staff members interested in either of these positions should communicate directly in writing with the Vice-President (Academic), Dr W John McDonald, Room 3-4 University Hall, by 31 December 1991. The appointments will be effective 1 July 1992.

The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

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SENATE BRIEFS

BADIR WILL CHAIR SENATE TASK FORCE ON STUDENT FINANCES

Professor Emeritus Doris Badir will chair the Senate's recently established task force on the state of student finances. At its meeting 22 November, Senate was told two main questions will be addressed: Are existing student finances adequate? And are the existing resources being used in as an appropriate way as possible?

PRESIDENT SAYS ADMINISTRATION STRONGLY BEHIND EMPLOYMENT EQUITY

President Paul Davenport told Senators the University administration is strongly behind the employment equity program. Employment equity and the pursuit of excellence are not in conflict but are complementary, he said.

Office of Human Rights Director Fran Trehearne said approximately 72 percent of the employment equity surveys were returned to his office. He said it is fair to say that many people on the University campus have moved beyond thinking about what the Federal Contractors Program requires of the University, to what the University would like to see in terms of its hiring policies and work force.

REGISTRAR REPORTS ON ENROLLMENT STATISTICS

Registrar Brian Silzer presented his enrollment report to Senators. He noted that 96.5 percent of undergraduates are Canadians, while 3.5 percent are international students. At the graduate level, 73.8 percent are Canadian and 26.2 percent are international students.

GRAD STUDENT SAYS GET RID OF DIFFERENTIAL FEE

Graduate Students' Association representative Joe Sheridan urged the University to do away with the foreign student differential fee. "It is a problem for these students and we need to act collectively," he told Senators, adding that a food bank has been established on campus to help needy students.

Chancellor Sandy Mactaggart said the foreign student differential fee would be one of the issues examined by the Senate's task force on student finances.

Dean of Student Services Peter Miller said before international students can get their student visas, they must provide documentation to demonstrate that they have adequate financial resources to make it through the year. The visa is renewed annually, he said. The Dean pointed out that of those students receiving emergency assistance, 85 percent are single parents who encountered unforeseen expenses.

President Paul Davenport said tutorial assistantships at the University are among the highest in the country. "My administration has had a real commitment to graduate students. We have put in \$1.2 million and will be recommending another \$600,000 be put into PhD fellowships. Over the last two years we set aside \$100,000 which has been transferred to Dean Miller's office. We're in discussions with him now about increasing those funds dramatically."

The President reminded Senators that the differential fee is government policy, based on government legislation, so the University couldn't simply abolish the fee. One option open to the University would be to pay the fee for the students. The cost would be about \$1.8 million.

"The question we ask ourselves is, is that the best way to spend that sort of money? Or would it be better, for example, to put part of that money into bursaries for all needy students, so that international students would have to apply along with other students. Dean Miller's office could then determine where the greatest needs were."

SENATE INVITED BY SCHOOL BOARD TO HOLD JOINT MEETING

The Edmonton Public School Board has invited Senate to hold its next meeting, on 18 February, in the School Board's offices. Discussions will centre on school-university interaction.

President reviews some of the U of A's recent accomplishments

Universities are not static—knowledge is not static—and the scholarly life of our community is constantly changing because of contributions from people like you, President Paul Davenport told graduates at Fall Convocation, Part I, 21 November.

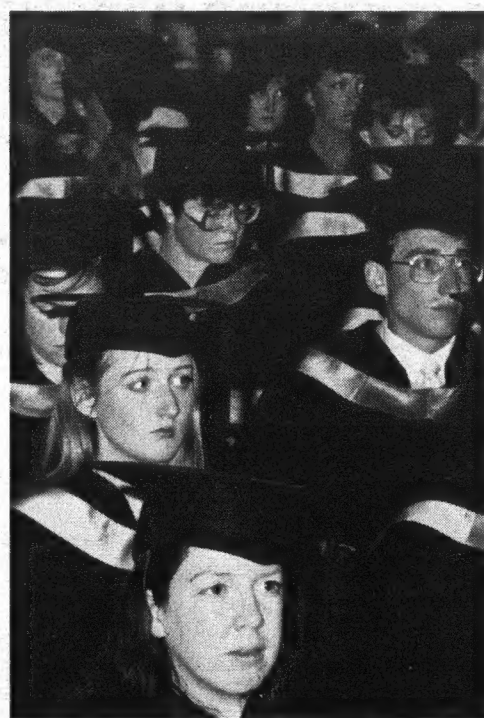
Reviewing some of the recent developments at the University, President Davenport said, clearly, Stuart Tompkins, who bequeathed more than \$460,000 to support visiting Russian scholars, had other options, but he chose to leave his estate to the U of A. It is through his generosity, that the University will continue to be national leaders in the field.

In his report to Convocation, the President noted that through the generosity of June Bhatia, better known as writer Helen Forrester, the Department of Physics was able to establish the Avadh Bhatia Fellowship in Physics. And in the Faculty of Engineering, the Poole family has created the Ernest E and Gertrude Poole Chair in Management for Engineers.

"The partnership which you bring to us enables us to achieve greatness which would be difficult or impossible without your support," he told the graduates.

In total, last year's campaigns raised more than \$13 million for the University from 13,486 donors, he outlined. Rehabilitation Medicine raised more than \$1 million in a few months to "provide to our topflight faculty and students state-of-the-art equipment in the newly renovated Corbett Hall.

"Pharmacy is well on its way to raising its \$2.8 million target to support excellence in pharmaceutical teaching and research, research which has already created many Edmonton spinoff companies such as Biomira. Dentistry has been working on a campaign to raise \$2.4 million."



Upwards of 800 students were awarded degrees at Fall Convocation.

Dr McDonald said the University has had to develop a number of strategies to ensure these programs are available to more students. The telephone registration system and the student advising report will enable students and their advisors to have accurate information to guide them when they're selecting courses or making a transition from one program to another.

Most students, he said, do change from one program of study to another during the course of their studies at the University. Few of the students who arrive at university from high school are sure of what they want to do for their whole lives and many begin in a general program with the intention of finding out what they want to study.

Restructuring

Continued from page 1

"As people understand and continue to see the process as fair and one that involves an examination of all the options, and where people in the affected units have had an opportunity to present their ideas, the positive aspects of restructuring and making changes will be a morale booster."

In last February's document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint," the basis of restructuring changes last year, other areas of potential structural changes in academic units included: Health Sciences, Extension, Home Economics, Business, Policy and Administrative Studies, Native Studies, Industrial and Vocational Education, Business Education and Home Economics Education, Biological and Life Sciences, Petroleum and Metallurgical Engineering, flexibility in course options and service teaching.

Vice-President says few can offer diversity of programs that U of A can

There's no doubt that one of the reasons the University of Alberta finds itself bursting at the seams is because of the vast array of programs it's able to offer students, Vice-President (Academic) John McDonald says.

In his report to Convocation last week, Dr McDonald said only a handful of universities in the country can offer such an array of opportunities for their students.

Citing the diversity of bachelor's, master's and PhD programs offered here,

Morse examining strategies accident victims use to cope with their agony

How do patients who have sustained catastrophic accidental injuries "get through" their experiences? What strategies do they use to diminish intolerable pain when analgesics are inadequate or necessarily delayed? And do these patients learn techniques to reduce or minimize pain to bear the unbearable to attain some degree of comfort?

These are some of the crucial questions Janice Morse (Nursing) and a research team have been studying recently as part of a "comfort project" funded by an American organization, the National Institute of Health, National Centre for Nursing Research. The three-year program is designed to elicit the meaning of comfort, the components of comfort and the processes of obtaining comfort.

According to Dr Morse, who was recently awarded the 1991 International Nursing Research Award for her work, *Experiencing Agony: Processes of Disembodiment and Relinquishment of Self*, giving comfort is the central focus of nursing. "Nurses do a tremendous amount of comforting in their day-to-day work, but this part of nursing practice is not specifically taught.

"Nurses learn through experience, in a clinical setting, the most effective ways of assisting people and relatives—it's these things we're trying to learn more about," she says, adding that they're trying to more fully understand patients' experiences and to examine how nurses help patients through these experiences.

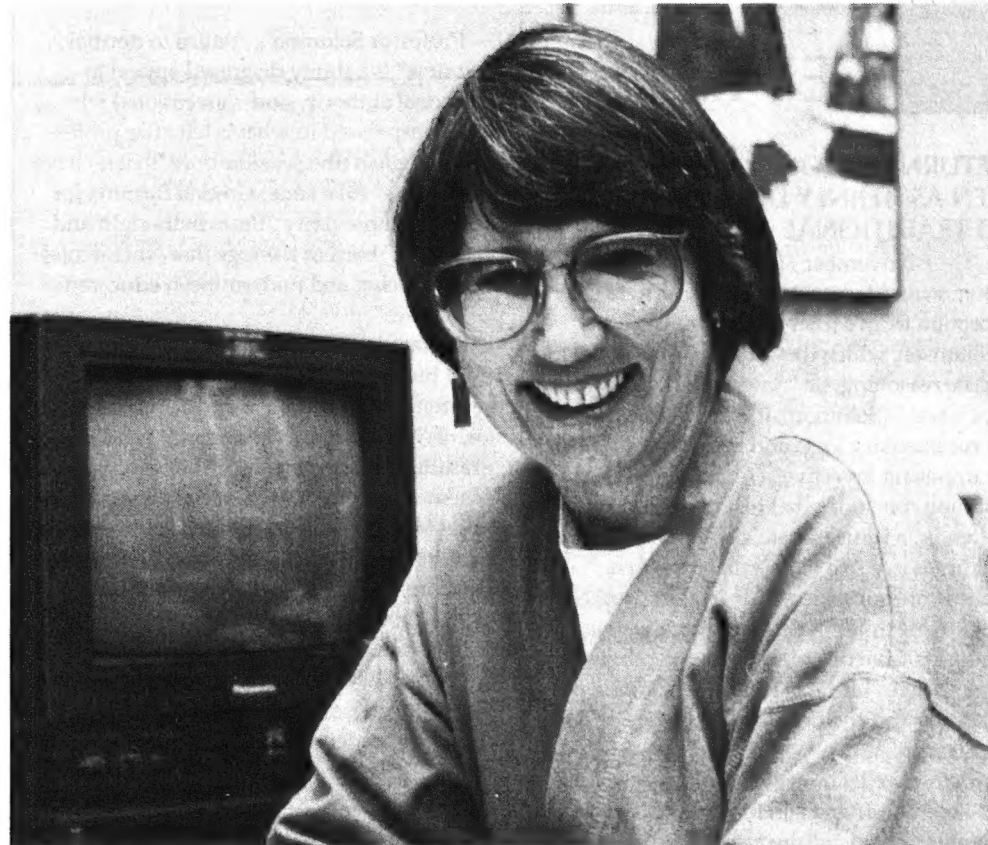
As a component part of the comfort project, Dr Morse and her team have been conducting interviews in Edmonton with people who have been seriously injured, with nurses and the patients' relatives. This is being done to determine the strategies used by these individuals to attain comfort and in order to identify the social-psychological processes inherent in the experience of becoming a victim, a patient, and, later, a disabled person.

Different strategies are employed at different points in the experience, depending on the severity and conditions, she explains. "When a person is first injured, the pain may be overwhelming, but he or she will fight the pain to remain conscious (a state of vigilance) until someone competent enough takes over," she says. Then the person relinquishes him or herself to the caregiver, as a way of removing him or herself from an intolerable situation.

In the intensive care unit and the following treatment period, generally, the person must accept his or her injury before entering a rehabilitation phase. These stages are highly variable in duration, she says.

Although cautioning that a great deal more work needs to be done before certain strategies can be incorporated effectively into nursing practice, Dr Morse and her team have found that patients' unconscious use of disembodiment, detachment and relinquishment of self are strategies patients in agony use to control pain to attain a tolerable degree of comfort.

For example, by examining victims' transcripts, Dr Morse found that they used depersonalized language in reference to self as they told the stories of their experiences. Rather than referring to parts of the body in



Janice Morse

the possessive as "my" hand, the victims often used the definite article, as "the" hand. This way of speaking is an indication of detachment, of the disembodiment of parts of the self that were intolerably painful, she explains.

This way of speaking was evident only during the most painful part of hospitalization, but as the patients told of their recovery and rehabilitation (interviews were conducted 12 to 18 months after the victims left the hospital), their references to self normalized as they

entered the rehabilitation phase of "striving to regain self". In effect, they were "taking their bodies back".

According to Dr Morse, who will speak on "Providing Comfort: Alleviating Suffering", 5 December, 7:30 pm, Bernard Snell Hall, understanding this whole process is an increasingly important area of study for nursing. "It's possible that these techniques may be developed and used to enhance patients' abilities to manage agony and to enhance the acceptance of self in the rehabilitation phase."

A CANARIE with an imposing wingspan

As this century gives way to the next, CANARIE (Canadian Network for Advanced Research, Industry and Education) could do for national unity what the railway did in the last century. That was the impression conveyed at a workshop at which CANARIE proponents informed the audience of academics, librarians, computing systems managers and administrators of the choice possibilities the network offers.

Pat Samson, director of Technology Applications, Industry, Science and Technology Canada (ISTC), said the CANARIE project, by linking researchers in industry, government and academia from Newfoundland to British Columbia, could help contribute to national unity. "National unity and competitiveness are the reasons why ISTC is proposing the network. We want to design and operate this network for the benefit of the membership at large," he emphasized. "CANARIE will work only if each of the partners feels its interests are being looked after."

At one point he inserted an Oscar Wilde quotation: "We are all lying in the gutter. Some of us are looking at the stars." He hastened to add that he wasn't implying that everyone was in the gutter but rather that "we've got to start looking at the stars."

Initially, CANARIE would link each of Canada's 10 regional networks (Yukon and Northwest Territories will also be in the picture). The connecting of Canada to networks in the United States, Japan, Europe and elsewhere would be considered later. Various working groups, for example, on policy and governance, marketing, and architectural design, are now at work. The business planning framework is to be completed in about two weeks and cabinet policy approval is anticipated in

January 1992, Samson explained. The next steps on CANARIE's critical path are: completion of the implementation plan in April, the putting together of tender documents during the summer, and the start of operations early in 1993.

A cost-sharing plan for five years has the federal government contributing \$30 million, the provincial governments \$8 million, the regional networks \$4 million and industry \$15.5 million (from carriers) and \$2.5 million (from suppliers). Integrated network management is proposed, that is, a not-for-profit company would manage CANARIE on behalf of the partners.

The key issues, as outlined by Samson, are T1 to T3 or T3 now? (T1 speed is 1.54 megabits per second; T3 speed is 45 megabits per second), access, rate of migration to OSI (Open Systems Interconnection) and partnership. In opening the workshop, President Paul Davenport said, "We think we have what it takes to move forward in network telecommunications. There is a need to build partnerships, however. CANARIE would put Canada in the forefront. As a large and diverse nation we can't afford to be anywhere else."

ISTC is responsible for promoting international competitiveness and excellence in industry, science and technology in all regions of Canada. It has an annual budget of about \$925 million and employs about 2,000 people, half of them in Ottawa, the other half in regional offices. CANARIE is ISTC's first venture into networking, Samson said.

Walt Neilson, director of the Alberta Research Council's Information Systems Department, told the workshop the regional network in Alberta, ARNet, consists of ARC and the Universities of Alberta, Calgary, and Lethbridge, and Athabasca University. We're

moving to connect many smaller users. As we go down the road there's room for overlap and sharing of resources, he said, pointing out, however, that ARNet doesn't have the resources to go out and knock on people's doors and sell the product. The five-year cost of running the network is \$1.5 million.

ARNet and the other provincial networks are connected to CA*net, the backbone network that started last year and that's funded by the National Research Council.

In another of the workshops's seven sessions in Education South, Pardeep Ahluwalia of the Natural Sciences and Engineering Research Council said the provision of funding from Council would be dependent on the results of peer-reviewed competition. The program officer for Physical, Mathematical and Interdisciplinary Research said potential criteria to be examined include: calibre of researchers proposing to use the facility and quality of research programs; nature and quality of support services to be provided to users; cost to users; cost-sharing with and degree of involvement of the other partners; and the management structure and business plan for the facility.

By spring, NSERC Council will decide how much it wants to allocate to this initiative, Dr Ahluwalia said. He also said this is the first time that such a high-level proposal has gotten unanimous approval from Council.

Vice-President (Research) Bob James pledged that the U of A would cooperate with academic institutions, the corporate sector and government in furthering the establishment of a state-of-the-art telecommunications network to serve all sectors. The commitment, he said, "is evidenced by our plans for installing a 100 Mb/s FDDI fibre optic backbone over the next three years costing the University \$3.5 million.

This will enable the University to make full use of upgrades of national nets to T1 or T3 speeds."

Dr James said the administration would "help the researchers and the Library find the best possible connection to the backbone while providing them with networked services such as access to Internet, access to library catalogues in North America, electronic bulletin boards, etc."

The University is also committed to helping create a future where, for example, people can retrieve not only names of books from a library catalog but also complete texts with graphics. "We want to create an environment where people can collaborate over the net, for example, in virtual laboratories, or where students can attend, over the net, lectures from professors in other parts of the world."

Mike Ward, Dr James' counterpart at the University of Calgary, cautioned that he has been involved in the development of high-speed computational resources since late in 1983 and has yet to see major funding flow west. We have to get the CANARIE project firmly on paper ... we have to get all these numbers worked out, he said. "Be sure you're dealing with birds in the hand and not birds in the bush."

Vice-President (Student and Academic Services) Lois Stanford, whose office joined that of Dr James' in sponsoring the day-long workshop, said, "I found it very informative. All the players were there. Everybody heard everybody else's needs and plans." Dr Stanford said she agreed with the comment that the network is the Trans Canada Highway of the future, but that she would describe it as the Trans Canada Highway of the immediate future.

LETTERS

'RETURN TO NORMAL DISCOURSE' SEEN AS 'THINLY DISGUISED APPEAL TO TRADITIONAL AUTHORITY'

The 8 November *Folio* ran letters from Bob Solomon and James Algeo. Both writers take exception to an earlier letter from Janice Williamson, which they criticize for its rhetoric and its reasoning: its "flaws in thought and expression" (Solomon), its "apparent contempt for rudimentary logic and rather singular flair for irrelevant invective" (Algeo). Professor Solomon concludes that his colleague's letter portends "a future, a fate, of Orwellian horror" and urges a return to "normal discourse," while Professor Algeo, after evoking "other more tragic times in this century when similar mind-sets gave rise to so much unspeakable grief", shakes his head sadly and intones, pessimistically and rhetorically, "Oh, when will we ever learn?"

Before we let ourselves get carried away by this heady stuff and run to man the barricades of language and culture against the barbarian within, perhaps we might take a minute to ask what exactly Professor Solomon has in mind when he talks about "normalcy" and just what lesson it is that some of Professor Algeo's colleagues are having such a hard time learning.

Professor Solomon's time-honoured strategy consists in an attempt to secure the high moral ground of moderation and set the writer of the offending letter beyond the pale, to construct her as a kind of social deviant and academic pariah by denouncing the "excesses" and the "intemperance" of her letter. "No parent wants her child taught to reason this way," he claims, artfully combining the appeal to "family values" and the current paranoia about "educational anarchy" with a politically correct possessive designed to stick in the gullet of every feminist on campus. By contrast, "all sensible professors" can peruse the "well-reasoned" materials of the ACA (Association of Concerned Academics) which will provide a forum for "calm, collegial debate in the university tradition" they so respect. Evidently, Professor Williamson does not fall into this category since she is accused of "trash[ing] the scholarly reputation and the integrity of internationally respected professors". One is left to surmise that, since Professor Solomon, in his letter, seems not averse to the odd bit of trashing, the practice itself is held to be fine so long as the trashed do not enjoy an international reputation, whatever that may be.

ADDITIONAL EMPLOYMENT EQUITY INFORMATION SESSIONS SCHEDULED

"The topic of employment equity continues to generate interest, discussion and telephone calls," says Suzanne Anselmo (Office of Human Rights). "It seems that faculty and staff are particularly interested in the recent census and how it can or will be used to assist in the generation of an employment equity plan. We are, of course, pleased to answer any queries people may have and invite faculty and staff to contact us with any questions they may have."

In light of the continued interest in the topic, the Office of Human Rights has scheduled brown-bag employment equity information sessions from noon to 1 pm on the following dates: 29 November, 20 December, 31 January, 28 February, 27 March and 24 April.

All sessions will be held in the Heritage Lounge, Athabasca Hall. All faculty and staff are invited to attend. Athabasca Hall is wheelchair accessible. Interpretive services for the hearing impaired are available upon request.

Professor Solomon's "return to normal discourse" is a thinly disguised appeal to traditional authority and conventional wisdom as expressed in what is left after professors of English (the sensible ones, that is) have "eliminated" (like some Grecian formula for the mind) those nasty "flaws in thought and expression" born of the rage that "threaten[s] our well-being and undermine[s] educational possibilities".

Professor Algeo's approach is a little different but leads to similar conclusions. Behind the letter's "shrillness", its incoherent expression of "self-righteous intolerance" and its "gratuitous litany of insults", he detects the "schemes of the would-be social engineers" expressed in a "snarly (but ultimately tedious) recitation of left-wing epithets" and "politically correct buzzwords" that provide a "rather chilling insight into the kind of thought processes at work behind much of the movement for so-called equity hiring". Rather than trying to isolate Professor Williamson within the academic community as Professor Solomon does, Professor Algeo attempts to link her to a larger movement of like-minded radicals bent on the destruction of the university (if not the universe) and recognizable, apparently, by their reified leftist vocabulary and their criticism of the "merit-only" position. However, if the parameters of "normalcy" vary, along with those of "deviance", the conclusion is essentially the same: for Algeo as for Solomon, Williamson's letter embodies a totalitarian threat of historic proportions.

Let me be clear about my intentions. I am not writing this letter to defend Professor Williamson or her views. Such a gesture would be presumptuous and, besides, there is much in her letter that I personally do not accept. Her opinions are strongly held and emotionally expressed and this makes her a very visible target. As far as I am concerned, she is entitled to her views and her rhetoric, just as Professors Solomon and Algeo are entitled to theirs. What disturbs me, however, is the way in which my male colleagues use Professor Williamson's "deviance" to construct, in the name of reason and tolerance and moderation, an orthodoxy or "normalcy" that in reality embodies none of these values, being little more than a deeply conservative defence of the status quo. This is most tellingly apparent in Professor Algeo's casual dismissal of "this month's Pavlovian bell-word, *harassment*". The allusion to the Thomas-Hill affair is clearly not gratuitous, nor is it innocent. Whatever else we make of Professor Algeo's letter, we must consider this debate as one of fundamental importance to our life as a community.

In a very real sense, then, it might be seen as small coincidence that the day after the publication of the two letters in *Folio*, the *Edmonton Journal* reported the results of an Angus Reid-Southam News survey indicating that 37 percent of Canadian women (and 44 percent of young Canadian women) who have worked outside the home believe they have suffered some form of sexual harassment on the job. Even more striking was the considerable difference shown by men and women in their attitudes toward sexual harassment and its handling by society: men were far more confident that the system would accept their innocence than women were that their accusations would be believed. In this context, it is disturbing to find that male academics are still making glib comments which make light of women's fears and experience of harassment. Before we embark on other lessons—of grammar or logic or history—perhaps we, as male professors, had better try and digest this one and set our own house in order.

Tony Purdy
Professor of Romance Languages

ENCOURAGE MANY VOICES AND NEW IDEAS

I have been following with some interest the ongoing debate between the proponents of equity hiring and those who favor merit-only programs. I would like to make a few comments on the problem.

First, I have never seen a written summary of what qualifies as merit which was not in some way based on subjective modifiers such as "accepted academic standards," or "recognized scholarly practices." If, beyond the receipt of a graduate degree, an objective method exists for determining merit, it should be provided to all first-year university students in Canada (and the rest of the world if the objective standards are found to be universal) so that there may be a uniform understanding of the expectations of good scholarship. With such expectations clarified and made available before important career choices are made, there would be less grounds for complaint about hiring and promotion in the academic community.

Given that no 'manifesto of merit' is forthcoming, it seems that merit is determined by the people in charge, be it a hiring committee, an editorial board, or a tenure review. The current debate is then reduced to a political battle between groups with differing views on what is important. This is a traditional part of academic life which has a history as long as universities have existed.

There is, to my mind, a resolution to part of the debate. It has been demonstrated by psychologists that people tend to rise to the level of the expectations of those around them, particularly the expectations of authority figures. This is the case regardless of the degree of accomplishment attained prior to entering a new situation. Given this, it would seem to be more important to provide an intellectual community which fosters hard work, good teaching practices and critical inquiry than to waste energy on debates about *a priori* judgments of academic merit. This is particularly true of new faculty hiring, since it is clear that the skills which make a good student are not necessarily those which make a good professor.

The application of some subjective standard of merit implies that academic excellence is brought to the university from the outside, whereas I would argue that academic excellence is the product of the community. The more a community encourages many voices and new ideas the more likely the chances of intellectual stimulation and scholastically significant work. One has only to think of the Dutch Republics in the time of Rembrandt when such diverse voices as John Locke, Spinoza, and Descartes were actively sought to enrich the country to understand why our universities must actively seek to include those people whose voices have been silenced or less heard. Those who support equity programs believe that the university community will best be served when the university faculty represents members from the whole society. Those who attack equity programs are suggesting that certain groups in society are less capable of academic excellence.

Andrew Ede
Visiting Scholar, Department of History

EXCELLENCE AND SCHOLARSHIP ARE NOT INCOMPATIBLE WITH DIVERSITY

I am appalled by Professors Solomon's and Algeo's letters. While they both yearn for rational discourse, neither letter was true to the expressed intent. First, it is reasonable to think that if Professor Solomon was truly interested in a "calm, collegial debate in the university tradition", he would have pursued a dialogue with his colleague. Instead, his letter was libel-

ous and evidence of at least two common logical errors. It attacked the *person* and not the *arguments*, and it committed the fallacy of addressing an alleged wrong by merely committing another. I cannot imagine the negative impact this must have on his department's morale and, more important, on prospective faculty and students.

Secondly, Professor Solomon's assertion that Professor Williamson re-read Orwell suggests there is only one way to do this. This implies his reading and comprehension are (politically) correct, hers are not. It is not sufficient to *assert* these claims; they must be *demonstrated* with rational arguments in the proper tradition of university debate. The appeal to Orwellian authority is charming but does not elevate the argument to more calm and contemplative heights. Except for the personal satisfaction of attempting to embarrass his colleague, I question the value of his response for the University community as a whole. Nobler aspirations were not evident; perhaps a little Socratic humility is in order.

As to Professor Algeo's claims, I will avoid the inflammatory hysteria evident in such descriptors as "Cassandra-like" and "shrill". It seems to me, Professor Williamson correctly identified four things about the principal letter writers to the editor: a) they are senior faculty; b) by virtue of their status they have greater amounts of time to engage in letter writing; c) they are primarily white, straight and able-bodied; and d) it is a *privilege*, not a *right* to be in academe. These are truisms readily evident to those who reflect upon the composition of academe and what it means for them to be a part of university life. The message was unambiguous: *nosce teipsum*.

In order for a debate on equity (the content of these letters) to proceed sensibly, several fallacious claims should be avoided. It is dishonest to claim that proponents of equity are any less concerned about the standard of excellence championed by this University. This is simply not true. The contentious issue is how best to achieve this and, at the same time, do justice to those groups which were unwelcomed at our University. Discrimination occurs on a structural level and also results from a hostile teaching/learning environment. Further, it does a disservice to this University to insinuate that equity policies will necessarily lead to preferential hiring, reverse discrimination, quotas, and mediocrity. By raising the "spectre of mediocrity" such insinuations deliberately misrepresent the arguments in favour of equity without indicating any real arguments in opposition.

The most invidious consequence has been the discrediting of all new women faculty. Without *any* evidence, they were assumed to have been hired not on merit but because of gender. This is clearly irresponsible. Excellence and scholarship are not incompatible with diversity.

Malinda S Smith
Sessional Lecturer in Political Science

HAM ON WRY

Women and their allies in the current equity controversy may want to heed the advice of the following poem by Pasquale Capozzi, which appeared in a recent issue of *Quill & Quire*:

Never fight with a pig.
You can't win.
You both get dirty.
The pig loves it.

Alan Rutkowski
Librarian, Cameron Library

Continued on page 5

THE 1990-91 SENATE ANNUAL REPORT

Report from the Chancellor

Chancellors of the University of Alberta are elected for a four-year term by the sixty-two members of Senate, a body which they will chair. The Chancellor and the Senate members are all volunteers. They are elected and appointed from all walks of life, from all ages and from many geographic areas.

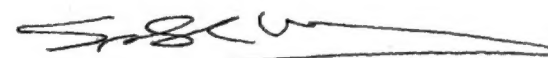
The duties of the Chancellor are ceremonial and practical. The Chancellor presides over Convocation, and confers all university degrees. Through the Senate and its standing committees the Chancellor fulfills the responsibilities required under the Universities Act of inquiring into questions of current importance to the University of Alberta, and of acting as a bridge between the University and the community which it serves.

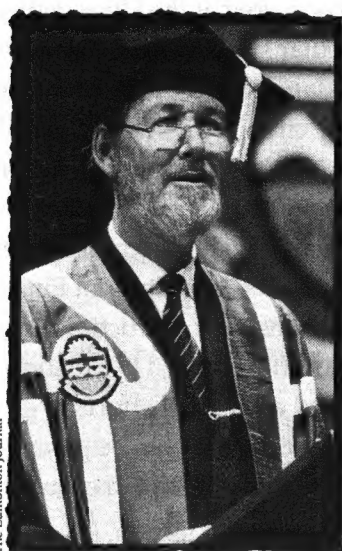
The University is a large and diverse institution. The fact that more than eighty percent of its operating budget is spent on salaries is an indication that the University is not understandable in terms of its external appearance — but only in terms of people: of students, of academics, of administrators, and of support staff. Who are they? What do they think? How do they act? It is a large job, getting to know this many people who do so many different things, and hold such differing views. I am sure that Chancellors can never understand as much as they should, but they must try if they are to be more than just ceremonial figureheads.

I have spent this last year trying to understand. Besides the meetings of the Senate and its six standing committees, the Board of Governors and three of its standing committees, I have participated in two Vice-Presidential Search Committees, the Housing and Food Services Task Force, the Strategic Long-Term Planning Committee, as well as awards, meetings, dinners and discussions without number. All have been fascinating and rewarding, but very time-consuming.

I have to report to you at the end of this first year that because so many remarkable people have been helpful and generous of their time and experience, I believe that I am beginning to understand. That is an enlightenment for which I am deeply grateful. Without the support of loyal and dedicated Senate members, or the wisdom and hard work of Mary Totman and Doreen Kostash of the Senate Office, all that we have accomplished would have been impossible.

I hope that my immersion in the affairs of the University during this first quarter of my term in office will enable me to better fulfil my responsibilities to the Senate, to the University and to the community which it serves.

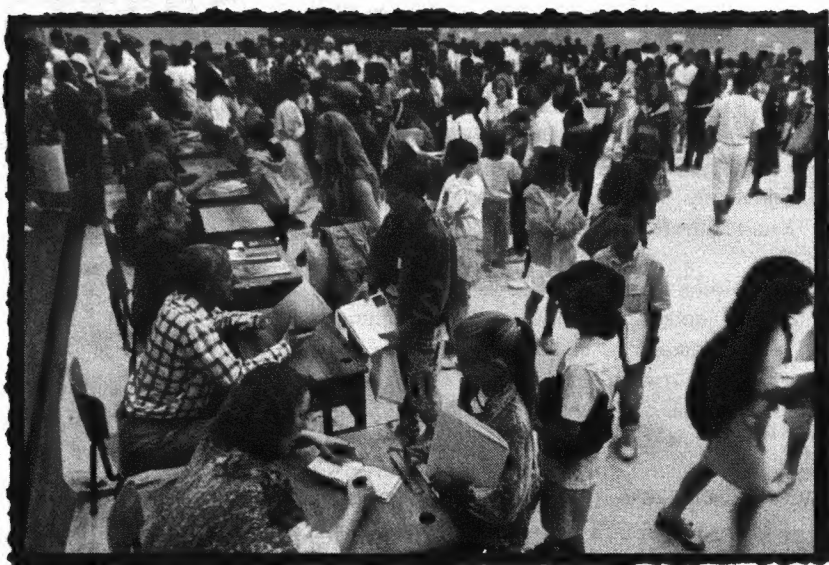

Sandy A Mactaggart
Chancellor



"The fact that more than eighty percent of the University's operating budget is spent on salaries is an indication that the University is not understandable in terms of its external appearance — but only in terms of people."

Chancellor Mactaggart often interacts with students. In this instance, they were from Japan's Teikyo University of Technology and Toho University's School of Pharmaceutical Science and were here for the Faculty of Extension's English Language and Cultural Seminar.



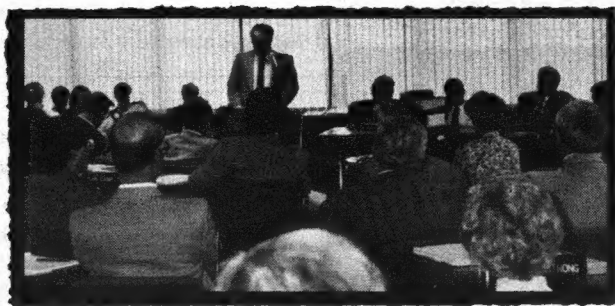


The 3,2,1 Write!
Conference is not
lacking in popularity

Senate Activities

This year the Senate's first meeting of the Academic Year—and the first meeting to be chaired by Chancellor Sandy Mactaggart—took place in St. Albert. As is customary, the Senate's business was kept to a minimum, to allow as much interaction with members of the community as possible. Senate received Briefs from the City of St. Albert and from Musée Heritage Museum on issues which concentrated mainly on the mutual advantages of further cooperation between the University and the St. Albert educational systems, and expansion of programming and transfer arrangements currently in place. Also at that meeting, Professor Tim Burton, Recreation and Leisure Studies, spoke on "Hanging About at the Mall". Dinner hosts were officials of the City of St. Albert.

Senate spent considerable time discussing, approving and then implementing the document "New Directions for Senate". It was an opportunity to review many of Senate's traditional programs and consider the introduction of new ones. For instance, one newly instituted program involved Senate members, in a pilot project, visiting selected schools to make a presentation at Awards Night to winners of University of Alberta Leadership Awards. These students have marks in the top ten percent across the Province, and also demonstrate leadership qualities through community service. This program proved so successful that the ad hoc committee, under the chairmanship of Marilyn Shortt, began to plan for expansion of this program, and for recognition of the students on campus at a function which would include parents, senior administrators, donors and Senate members. Another innovation was for Senate members to be present at Orientation Days to meet parents of potential new students.



Senate members must
be good listeners

The February meeting of Senate was held in the Citadel Theatre, with a specific objective of meeting and listening to people in the business community talk about their impressions of and suggestions for the University of Alberta. Eight Briefs from business and professional groups were presented, and Senate felt this initiative of reaching out to the public in Edmonton should be continued next year.

Senate members were kept informed of changes in enrollment, of plans for structural change, of the achievements of faculty and the main threads of the debate on teaching and research, often through careful and detailed reports from the President. Senate continued to disburse funds through the Emil Skarin Fund (this year to 3, 2, 1 Write! and to Professor Gualtieri of the Department of Classics); and to the Bruce Peel Special Collections Library through its own Endowment Fund. Senate continues to respond to the request of General Faculties Council that lay members be assigned as observers on the Admissions Committees of quota programs.

Through agenda items, visits across the campus and acceptance of invitations to many University functions, Senate members strive to fulfil their role as informed volunteers acting as a link between the University and the community.

Task Force Activity

The draft Report of the Progress Review Committee looking at the 1986 Task Force Report on the Delivery of University Education was presented to Senate in April for discussion. The report contained information on changes which have occurred at the University of Alberta in particular since the first Report was presented. In accordance with Senate procedures, the draft was widely circulated and additional input was considered by the committee before final presentation to Senate in September 1991.

Senate also began to discuss the possibility of a Task Force on Student Finance. Although the need seems clear, reductions in staffing at the Senate Office caused by financial exigency have required additional efforts to ensure that sufficient support can be given to the all volunteer committee, to ensure that the final report is of high quality.

Wishing a
graduand well



Convocation

At the first Convocation over which Chancellor Mactaggart presided, honorary degrees were conferred on *G Peacock, *D Vice and A White.

Six hundred and twenty-three students attended the two days of Fall Convocation, out of a total of 1,536 graduates; and during the six days of Spring Convocation, 2,718 out of 4,586 graduates attended. Honorary degree recipients during Spring Convocation were *F Allen, *E Corday, WE Harris, P Holmes, *A Iakovlev, RD Loomis, Madame Justice B McLachlin, *The Hon TH Miller, BB Peel, *RE Taylor and *WH Worth. (* gave Convocation Address) A rare book was presented to the Bruce Peel Special Collections Library on behalf of each honorary degree recipient. Four years ago the Senate established an Endowment Fund so that these donations could be made, and the capital endowment is now approaching \$100,000.

Senate Membership List 1990-91

Ex Officio

Mr S A Mactaggart
(Chancellor)
Dr P T Davenport (President)
Dr J P Meekison
(Vice-President (Academic))
Dr W Lamble
(Acting Dean of Extension)
Dr P J Miller
(Dean of Student Services)
Mrs Marilyn Shortt
(President, Alumni Association)
Mrs Marilou Neufeld
(Vice-President, Alumni Association)

Appointed

Deans' Council

Dr P D Clements
Dr W J McDonald

Board of Governors

Mrs M Lobay
Mr M C Welsh

General Faculties Council

Dr M Cox-Bishop
Dr D Fishwick
Dr S Neuman

Alumni Association

Mr G Fryett
Dr D Stanley

Students' Union

Ms S Danial
Mrs S Graham
Mr S Kennedy
Mr D Tupper

Graduate Students' Association

Mr K Ross

Minister of Advanced Education (Non-Academic Staff Members)

Ms C Dechaine
Mr B O'Neill

Minister of Advanced Education (Public Members)

Mr G Ahmed (from February 1991)
Mrs S Edwards
Mr WJM Henning
Mr K Hill (Fort McMurray) (from April 1991)
Mr T Koch (to February 1991)
Dr Z Lakhani (from February 1991)
Mr R Louis (Hobbema)
Mrs A Meldrum (to November 1991)
Mr P Shirt (St. Albert)
Dr C Vos (Sherwood Park)
Dr L Williams
Mr R Wiznura (to November 1990)

Elected Members

Mrs D Allan
Dr B Armstrong
Mr K Balkwill
Ms C Blair (Red Deer)
Mrs B Bryant (Calgary)
Judge P Caffaro
Mr G Cheeseman
Mr D Daniels (Yellowknife)
Ms D Davidson (Medicine Hat)
Dr A Denson (Hinton)
Mrs P Ellis
The Hon P Greschuk
Mr R Hill
Mrs S Kalia (St. Paul)
Dr B Keeler
Mrs A LaGrange
Mr D Lee
Mr C McDonald
Mr A McKenzie
Mrs L Miller
Mr W Newbigging
Dr B Olsen
Mrs M O'Neill
Mrs M Pemberton
Ms G Purcell
Mr W Ross
Mrs K Shocter
Mr B Steblecki (Calgary)
Mrs J Wahl (Peace River)
Mr W J Yurko

Senate Staff

Mrs R M Totman
(Executive Officer)
Mrs D Kostash
(Executive Secretary)

Committee Memberships

STANDING COMMITTEES

Executive

Chancellor Mactaggart (Chair)
Dr Davenport (*ex officio*)
Mrs Allan
Judge Caffaro
The Hon P Greschuk
Mr Kennedy
Dr Olsen
Mrs Pemberton
Mr Ross

Community Relations

Mrs Pemberton (Chair)
Chancellor Sandy Mactaggart (*ex officio*)
Mrs Clarke (Director, Office of Public Affairs, *ex officio*)
Mr Balkwill
Ms Danial
Dr Fishwick
Mrs LaGrange
Mr Newbigging
Mr O'Neill

Emil Skarin Fund

Mr McDonald (Chair)
Chancellor Mactaggart (*ex officio*)
Dean of Arts (*ex officio*)
Dr Clarke
(family member, *ex officio*)
Mr Daniels
Mrs Graham

Honorary Degrees

Chancellor Mactaggart (Chair)
Dr Davenport (*ex officio*)
Dr Meekison (*ex officio*)
Dr Armstrong
Ms Blair
Mrs Edwards
Mr Henning
Dr Keeler
Mrs Miller
Dr Neuman
Mr Ross
Mr Steblecki
Mr Tupper
Dr Vos

Nominating

Dr Olsen (Chair)
Chancellor Mactaggart (*ex officio*)
Mr R Hill
Dean McDonald
Ms Purcell
Mrs Shocter
Mr Tupper

Ad Hoc Committees

Downtown Meeting

Mr Fryett (Chair)
Mr R Hill
Mr Kennedy
Mr McKenzie
Mrs Shocter
Dr Stanley

Library Endowment Fund

Judge Caffaro (Chair)
Mr Cheeseman
Mr Lee
Mr Newbigging
Mrs O'Neill

Progress Review of Task Force on University Delivery

Dr Keeler (Chair)
Dr Armstrong
Dr Cox-Bishop
Mrs Graham
Mrs Meldrum
Mrs Wahl

Student Recognition

Mrs Shortt (Chair)
Ms Dechaine
Mr Kennedy
Mr McDonald
Mrs O'Neill
Mr Wiznura

Other Senate Appointments

Board of Governors

Mr Yurko

Council on Student Life

Mrs Ellis

Environmental Research and Studies Centre

Mrs Edwards

Ethics Review Committee on Human Experimentation

Dr Keeler

Faculty of Extension Council

Ms Davidson
Dr Denson
Mr Lee
Mr Louis
Mrs O'Neill

Faculty Visiting Committees

Mrs Edwards (Arts)
Mr Newbigging (Science)

GFC Academic

Development Committee

Ms Purcell

GFC Committee on

Admissions and Transfer
Dr Williams

Lay Observers of the Admissions Process in Quota Programs

Agricultural Business

Management

Mr Louis

Business

Mrs Miller

Computing Science

Mr McDonald

Criminology

Mrs Miller

Dentistry and Dental Hygiene

Mr Cheeseman

Drama

Dr Olsen

Education: Adult,

Career and Vocational

Elementary

Secondary

Dr Williams

Law

Dr Williams

Medical Lab Science

Mrs Allan

Medicine

Mr Fryett

Nursing

Mr Ross

Pharmacy and

Pharmaceutical Sciences

Mrs Kalia

Physical Education

and Sport Studies

Mrs LaGrange

Recreation and Leisure Studies

Mrs Allan

Rehabilitation Medicine:

Occupational Therapy

Mrs Wahl

Physical Therapy

Dr Williams

Speech Therapy

Dr Olsen

Theatre Design

Mrs Allan

Orientation Days

Hosts of Parents'

Morning

Ms Dechaine

Mrs Miller

Mr O'Neill

Mrs Pemberton

Peter Lougheed Scholarship Committee

Mrs Bryant

Search Committee:

Vice-President

(Development and

Community Affairs)

Mrs Ellis

Farewells

Ms Blair

Mrs Bryant

Judge Caffaro

Ms Danial

Dr Fishwick

Mrs Graham

The Hon P Greschuk

Mr Kennedy

Mr Koch

Acting Dean Lamble

Dr Meekison

Mrs Meldrum

Mrs Neufeld

Dr Neuman

Dr Olsen

Ms Purcell

Mr K Ross

Mrs Shocter

Mr Tupper

Mr Wiznura

Welcome

Mr Ahmed

Mrs Andrews

Mrs Badir

Mr Boga

Mr Boissonnault

Dr Foth

Mr Hanlon

Mr Harden

Mr Heidecker

Mr K Hill

Mrs Hollingshead

Mr Kennedy

Dr Lakhani

Mr Maerov

Mr McCuaig

Dr MacKay

Dr Moskalyk

Mr Mustapha

Mrs Robinson

Dr Rochfort

Mr Sheridan

The Senate photographed at the back of Pembina Hall, 26 April 1990



Speech of Sandy A Mactaggart to Students' Union University Night, 7 November 1990

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What is the meaning and importance of a university education? What is different about a university? Is it a continuation of high school? Is it a glorified trade school? Is it a college extended for an extra two years? Is it a place to stay if you can't find a job? What is a university? What should we expect from it? Why is it worth supporting?

A recently completed study has demonstrated that this University has an enormously positive impact on the Edmonton community in terms of job creation, technology transfer, and the multiplier effect which the injection of over half a billion dollars into the local economy creates every year. Is this why we should support our University?

A university is simply a collection of men and women whose profession is thinking, who are explorers of the mind, who are motivated by the wonders of expanding knowledge in whatever subject excites them.

Well, like many other practical reasons, this is a good reason for supporting the University, but it is not the best one. The University trains our children to get better paying jobs, but this is not the best reason either.

To understand the reason, we must consider who we are. It was Rene Descartes, the French philosopher of the 17th century, who said, "I think, therefore I am." You may as easily reverse that statement, and say, "I am, what I think." There is a great deal of difference between an Olympic athlete and those of us who jog three times a week. Although it is not as obvious, we should realize that training can have an equally important effect on our mental capacities. The quality of what we think, is therefore of the greatest importance, both to us and to the society in which we live. It is our minds that separate us from the beasts, and from each other.

A university is simply a collection of men and women whose profession is thinking, who are explorers of the mind, who are motivated by the wonders of expanding knowledge in whatever subject excites them.

Throughout time, the most successful societies, the most civilized societies, have grown strong by supporting, by encouraging, and by protecting their wisest citizens. These are the people that can best interpret history. It was the modern philosopher George Santayana who reminded us that, "those who cannot remember the past are condemned to repeat it." University professors study the past and the cutting edge of the present. They attempt to see further into the future than the rest of us. I think we all recognize that we live in a society where knowledge is increasingly important, a society which is changing so rapidly that the most useful legacy we can leave to our children is the best education we can afford.

On completion of compulsory education at high school, our children are expected to have acquired the basic skills that will enable them to cope with today's complex society. They can read, write and calculate. They have been introduced to courses explaining the world in which they live. If they wish to continue their education beyond high school, they have three choices.

Firstly, they may choose to attend a two-year college to specialize in a particular field. In a college they will be taught by a teacher whose knowledge of his area of expertise will be greater than that of the high school teacher, but like the high school teacher, college professors will be

passing on to their students learning that has been acquired by others. The job of high school and college teachers is not to acquire knowledge - it is to transfer knowledge.

A second choice for high school students is to acquire a particular technical skill from teachers who are themselves skilled technicians. The job of these teachers in technical schools is again the transference of knowledge, not the creation of it.

The third choice open to a high school graduate is to attend university. If a student chooses a university, he probably does so because he wants to get what he believes will be a quote "better" education, as evidenced by a higher academic degree, leading perhaps to a higher paying job. It may take a new student some time to realize that by choosing to attend a university he has attached himself to a community of scholars, not to a community of teachers, as would have been the case had he chosen to attend a technical school or a college.

Have I confused you? What do I mean by the phrase, "A community of scholars"? Well, this is what I mean. Scholars are not only involved in the transference of *known* information to succeeding generations. They are actively involved in discovering *new* information, in the *reappraisal* of *existing* information, in *tearing down* old theories and erecting *new* ones, in *questioning* accepted truths, and in the *quest* for new ones.

As we are all mortal, and subject to limitations of time, university professors well realize that an important part of their job is to train their successors, as well as to send out into the world citizens who will be more useful, because of their association with minds who play on the frontiers of knowledge and are enthusiastic about their involvement.

I'm not sure that the ordinary citizen is aware of this fundamental difference between a university and other educational institutions. Neither am I sure that they understand why it is important that universities be supported. They *do* recognize that they are expensive, and we see the effects of attempting to control these costs everywhere around us.

What separates a great university from an ordinary one is the quality of the minds that it can attract, and that in turn depends on the quality of the research which it accomplishes.

It is well known in the business community that capital - by which I mean financial capital - in other words, money - flows freely to the place where it can get the highest returns. It is not so well recognized that intellectual capital, the best minds in the world, flow freely to the place where they can be most effective.

Because Alberta was for a time, the most prosperous province in Canada, and the government generous in its support of higher education, we have in this province, here in Edmonton, something *extraordinary*, which is too little understood by the community in which it is located. We have what is arguably the second best university in Canada. In terms of its buildings, in terms of its library, in terms of the faculty which have been attracted to its outstanding facilities, we have in our midst an institution that exceeds in quality, universities supported by much larger communities.

I fear that we may be in danger of losing this excellence because we depend for 88 percent of our funding on government grants, and the government, in response to the will of the people, is determined - I think wisely - to balance its budget.

Although most students are prepared to pay a higher proportion of the \$10,000 per year that it costs to educate them, than their current contribution of \$1,600, and although we in the University are trying to learn how to raise new funds from the public, we may be too little and too late.

Our operating grant is still at reasonable levels in relation to those of other universities across the country.

A university is not a job factory. It is a place to learn how ignorant we are, to open up the horizons that you never knew existed.

It is lower than B.C.'s, but slightly higher than that of Ontario. It is in the capital budget that we have suffered severely. Our capital budget is down to one-third of its previous levels. Our computing and networking systems are obsolete, our equipment and facilities are not being replaced to modern standards. We are slipping into a condition that may soon result in a reversal of the increase in federal money, that we have been able to attract in the past few years, amounting last year to \$60 million in research grants.

Of what value to our community is the most respected medical research centre in Canada? Are you aware that our Mackenzie Hospital had completed 1,000 open heart operations before a single other such operation was successfully completed anywhere else in Canada? We are currently leaders in cancer research, in specialized protein engineering, to name only two of literally hundreds of research projects that justify the existence of a university. University professors do not get summer vacations like high school teachers; that is the period when relief from their teaching loads enables researchers to accomplish their best work.

It is this association with men and women who are recognized by their peers worldwide, as leaders in their respective fields, that separates the university experience from any other form of education. What separates a great university from an ordinary one is the quality of the minds that it can attract, and that in turn depends on the quality of the research which it accomplishes.

So ladies and gentlemen, if you want your children to associate and learn from wonderful exciting minds, please encourage the government to spend the money that is needed to keep these minds right here.

A university is not a job factory. It is a place to learn how ignorant we are, to open up the horizons that you never knew existed. It gives you the opportunity to participate more meaningfully. It is more important that we use our resources to maintain the *excellence* of our University, than to ensure access regardless of ability. A university education should be available to everyone, *on the basis of merit*, not as something to be taken for granted, but as a privilege to be earned and treasured.

The university must not be taken for granted. In my short time as Chancellor I have come to realize that while our University may have the most modern buildings, what counts is whether they are inhabited by the most up-to-date and brilliant minds.

If we do not give these minds the tools they require, we will lose a great asset for Alberta. The public will not even notice the difference - the buildings will look the same, but the minds will have gone.

If, however, you give this University the support it deserves, it may be your son or your daughter who graduates from the University of Alberta and goes on to win a Nobel Prize. It's happened before. Let's make it happen.

RETURN TO NORMALCY SHOULD INCLUDE A FEW RECOGNITIONS

A recent *Folio* presents a paradox which would be entertaining if it weren't also upsetting. The headline "RETURN TO NORMAL DISCOURSE URGED" is used to introduce a letter whose own rhetoric runs to allegations of *intemperance, rage, diatribes, Orwellian horror*, and of the trashing of reputations and of integrity. The next letter, on the same topic, uses *snarly, tedious, politically correct, irrelevant invective, shrillness*, and a *ready-to-launch firestorm of vilification*; it becomes less explicit in referring to tragic times, which seem to be those either of the Holocaust or the McCarthy witch-hunts.

My first thought was that if this is normal discourse I'd better do some stylistic retooling. My second thought was to look back at the *Folio* letter from Janice Williamson which provoked this outrage. Did it invite abusive language by using abusive language? No, it did not. It used a number of rhetorical questions, some irony, and some arguments (which were not addressed by its two answerers). One of its themes was the use and misuse of language. That is the topic I want briefly to address here.

Merit only. This phrase *sounds* haunted by a fear that some noxious added ingredient besides merit is appearing in those selected for jobs here: femaleness? political correctness? Clearly, however, this is not the intended meaning. The phrase is used to imply that selection can and should take place in a vacuum from which candidates' human characteristics (such as gender and how warmly we feel towards their referees or the topics of their research) are rigorously excluded. It seems to me, after long and varied experience, that appointments made on unanimous recognition of superior merit are few: they are only those where all except one candidate are visibly not meritorious enough. It would be nice if our return to normalcy could include a few recognitions, as follows. The academic world has today extremely high standards and an extremely wide range of different interests, projects and talents; most advertised jobs attract several candidates who are so meritorious that choice is effected by hairsbreadth advantages; we are lucky and not unlucky that decision is so hard.

Preferential hiring. This is equally insidious, and in similar ways, implying on the one hand that it would be feasible to appoint without the exercise of preference, and on the other that some hirings are more preferential than others.

Equity. To me, as one of those convinced both by their reading and their experience of life that the four "disadvantaged" groups are *indeed* disadvantaged, the meaning of this word in its hiring context is directly and accurately related to its dictionary meaning in more general contexts: "Fairness; recourse to principles of justice to correct or supplement law." We are all shaped by a society which favours the strong; we are all trained to associate, instinctively, intellectual merit with general social one-upness. When choice between candidates is difficult, we are all liable to give positive weighting to characteristics which in fact reflect cultural rather than academic value. The word "equity" implies a belief that our social system (like all others) fosters assumptions which need correcting or supplementing, in order to secure justice as between the most meritorious individuals, and in order that our University may more equitably reflect the talents presently at work in society, rather than merely society's preferences.

No wonder people would rather call themselves "merit only" than "anti-equity", and say their opponents favour not "equity" but "preferential hiring"! Professor Solomon is

wrong if he thinks a reading of George Orwell supports his use of language.

I do agree with Professor Williamson that the prospect not only of reading or research, but even of *proof-reading* or indexing, is more attractive than that of slugging it out in this arena. I have tried not to call anyone names. Those who support the current proposals for equity tend to believe that the present system is good but not good enough, and that none of us is wholly and purely free from those unthought-out, unmalicious, deeply-held prejudices in which all except the youngest among us were necessarily raised.

Isobel Grundy

Henry Marshall Tory Professor

'SOCIAL ENGINEERING' IS THE UNIVERSITY'S RESPONSIBILITY

Judging by his letter to *Folio* on 8 November, James Algeo is genuinely unable to credit the possibility that some of his colleagues might have felt themselves harassed by the letter campaign conducted by the 'merit only' group. We suggest, therefore, that he consider Tom Powrie's response (20 September) to a point made in an 'Open Letter to President Paul Davenport' (6 September). The writers of this open letter tell us they 'reject the insinuation that women hired recently for faculty positions are somehow less than meritorious....' Unfortunately, instead of making it clear that no such insinuation was ever intended, Powrie merely claims that the 'sound of "insinuation" seems to slide past the point ...' But we are sure that for the women in question this is the point. Not the *only* point but one they rightly want addressed.

For Powrie, on the other hand, the point that matters is to be found in another sentence: 'It is especially important,' the open letter urges, 'in order to dispel any confusion, to articulate how hiring on the basis of merit and increasing the proportions of underrepresented groups are complementary principles. Powrie says that he agrees with this and he suggests that a 'lifting of the confusion *might* reveal that these in fact are conflicting principles, especially given the way in which the latter is *likely* to be implemented ... Two different goals,' he adds, 'cannot *always* both be appreciated by the same step' (our italics).

What is at issue here is whether the two principles in question are *necessarily* and *always* 'conflicting principles.' Our own view is that they are not necessarily opposed. We support 'employment equity,' which we understand, in the words of the official 'overview' (printed in *Folio* on 4 October), as 'one of the means by which the University tries to ensure that no one is refused employment ... for reasons unrelated to ability.' Of course there will be some conflicts involved in the attempt to ensure this while also trying to bring about greater representation from the four designated groups. Hence the crucial importance of the safeguards described in the eight steps of the Federal Contractors Program. Not that these safeguards can remove all elements of risk. What makes the risk worth taking, however, is the concern for 'social justice,' which is (again in the words of the 'overview') the 'more important motivation.'

But according to Tom Powrie, matters concerning 'social engineering' and 'social policy' are 'the responsibility of the elected government.' They are not *our* responsibility. We disagree with this too and also with James Algeo's suggestion that the terms he lists - power, privilege, colonization, homophobia, misogyny and harassment - can have no possible bearing on the discussion.

In a letter that appeared alongside Algeo's, Bob Solomon calls for a return to 'normal discourse.' But does he really expect

us to agree that the insulting condescension he displays towards Janice Williamson is 'normal?' 'With the University facing crises,' Solomon writes, 'rage and diatribes only threaten our well-being and undermine educational possibilities.' We agree. But unfortunately, neither Solomon's letter, nor Algeo's, is particularly encouraging in this regard: Solomon lectures Williamson as though she were a recalcitrant student and declares that 'no parent wants her child taught to reason' as his colleague does; Algeo characterizes Williamson as both 'shrill' and 'self-righteously intolerant.'

As we've said, we are on the 'employment equity' side in this debate. But we don't believe that the other side is made up of villains or that their letter campaign is wasting their time, or ours. In his letter, Algeo puts the 'merit only' position this way: it is 'the opinion ... that academic hiring should be done in accordance with stated University policy, i.e., merit, *as opposed* to criteria based on race, gender, physical condition or what have you.' What is at issue, we repeat, is whether or not the two principles—hiring based on merit and on increasing the proportions of underrepresented groups—are necessarily and always conflicting. We doubt that the failure of the 'merit only' group to repudiate the insinuation we mentioned earlier is intentional and, since we suspect that some of them have also felt harassed, we look forward to their addressing this issue soon.

Paul Hjartarson

Associate Professor of English

Garry Watson

Professor of English

WHAT IS MEANT BY MERIT?

The issue of equity in hiring continues to rouse strong emotions on both sides, to judge by recent letters from my colleagues Professors Williamson and Solomon (18 October and 8 November). Such rhetoric seems only to widen the gap between those who would insist on a strict policy of hiring by merit and those who seek to remedy an injustice to disadvantaged groups within our society. The question I would pose is this: what is meant by merit? And what should now be included within its scope? Those who argue on the grounds of merit seem to find the concept unproblematic: it is most usually taken to mean a good publication record (including publications in leading, refereed journals) and good teaching evaluations. To fill a faculty position the most meritorious candidate would need to be the strongest on the first criterion and also, one would hope, on the second.

But this concept of merit evolved within an academic setting that was dominated by, and dealt its main rewards to, the white, European male. Its underlying ethos is ever-increasing productivity and the efficient creation and transfer of objective knowledge. Those who have been trained to function effectively within this system (I include myself) find it hard to conceive how any other criteria could apply. As a system it has manifestly been successful in so many fields in advancing knowledge and promoting excellent scholars—including, of course, those of us engaged in this discussion. So why rock the boat?

A conflict exists, however, particularly in the humanities, where postmodern and other perspectives have undermined the model of knowledge that underwrites the concept of merit. Take feminism or aboriginal culture. Here are two domains that bring into question the objectivity and transferability of knowledge, domains that offer some of the alternative ways of knowing recently

described by Eric Higgs, summarized in *Folio* (8 November) as "narrative, experience, patterns and intuition." Advancing knowledge of this kind through the familiar patterns of publication and teaching may simply be less possible. Thus the assumption that by the light of merit, as traditionally defined, we would always be able to identify and hire faculty who would represent these alternatives seems highly dubious to me. But a university in which such alternatives are not adequately represented may become increasingly irrelevant, and serve its students and community poorly.

The conclusion seems inescapable: the concept of merit must be widened. Not all faculty positions will require this, but for some positions it seems appropriate that merit be redefined so that experience, background, culture, or gender are given as much weight in assessing the qualifications of candidates as publication records. The issue here, of course, is not (say) culture as such, which would be meaningless, but what specific insights a candidate of a given cultural origin can offer which is due to that background. Faculty positions to which this wider definition of merit could or should apply must be clearly identified as such in the wording of advertisements, so that prospective candidates are in no doubt about what selection criteria will be used. The best candidate may then not be the one with the longest publication record, but there will be less room for argument about what is meant by the "best," or for the kind of post-hiring doubts feared by Professor Ruth Gruhn (*Folio*, 25 October).

David S Miall

Assistant Professor of English

TIME, LADIES AND GENTLEMEN, PLEASE

Enough is enough.

Readers of *Folio* have read the letters regarding the merit-equity hiring issue and have watched as dialogue has devolved to diatribe.

Open expression of ideas can no longer be seen as helpful in resolving this issue. We are no closer to coming to a solution, and the process has led to polarized positions. If the letters accurately reflect the more general situation, faculty members have become more dogmatic, less humane, and we are less united.

Let's try a new approach, one that includes self-discipline, patience, and an attempt to understand each other. After all, anyone can get angry; anyone can be self-righteous. Is it really true that we can do no better than that?

Now is the time for leadership. We need a clear statement of the meaning of the stated policy; we need a clear statement about the way that the hiring policy is to be implemented. We need the decision makers and those implementing policy to speak up.

Perhaps it would be best if the rest of us would just be quiet for a while.

Jason Montgomery

Professor of Family Studies

Ed note: *Folio* agrees with Professor Montgomery that enough is enough. Unless new ideas can be brought to the discussion, *Folio* is exercising its right to stop publishing letters on this topic.

TALKS

ALBERTA HERITAGE FOUNDATION FOR MEDICAL RESEARCH

29 November, 2:30 pm

Robert H Schiestl, Department of Molecular and Cellular Toxicology, Harvard School of Public Health, "Intrachromosomal and Illegitimate Recombination in Yeast." Presented by Genetics. G-217 Biological Sciences Centre.

ANTHROPOLOGY

29 November, 3 pm

Alan Morris, Department of Anatomy and Cell Biology, University of Capetown, "The Philosophical Roots of the Study of Race in South Africa." 14-6 Tory Building.

APPLIED MATHEMATICS INSTITUTE

3 December, 3:30 pm

K Nandakumar, "Bifurcation Phenomena in the Dean and Morton Problems." 657 CAB.

6 December, 3 pm

Peter Crouch, Center for System Science and Engineering, Arizona State University, "Dynamical Interpolation for Mechanical Systems." 657 CAB.

CAMPUS OUTDOOR CENTRE

11 December, 7 pm

"Telemarking and Cross-Country Skiing." Presenter: Track and Trail. Campus Outdoor Centre, P-153 Van Vliet Centre.

CANADIAN INSTITUTE OF UKRAINIAN STUDIES

2 December, 7:30 pm

Sarjii Plokhyy, "Church-State Relations in Ukraine During Perestroika." Heritage Lounge, Athabasca Hall.

CHAPLAINCY

3 December, 3:30 pm

Jewish-Christian Dialogue Group—Heiko C Schlieper, iconographer, and Marvyne Jenoff, synagogue embroiderer, "The Artistic Imagination and the Service of God." Faculty Lounge, St Joseph's College.

CHEMISTRY

2 December, 11 am

Romas Kazlauskas, Department of Chemistry, McGill University, "Models of Esterases, Mimics of ATPases." 1-07 V-Wing.

CLOTHING AND TEXTILES

5 December, 1 pm

Nancy Omar, "History of Change in Baluyia Clothing." 131 Home Economics Building.

COMPARATIVE LITERATURE

29 November, 3:30 pm

Ahmed S Bangura, "The Politics of Ambiguity: Islam in Sembene Ousmane's Works." Senate Chamber, Arts Building.

ENGLISH

3 December, 12:30 pm

Evelyn Hinz, University of Manitoba, "Religion as an Index to Genre: Romance's Quarrel with Christianity." 5-20 Humanities Centre.

13 December, 12:30 pm

Sara Munson Deats, University of South Florida and Vice-President of the Marlow Society of America, "The Villain as Playwright in Marlowe's *The Jew of Malta*." 4-29 Humanities Centre.

FOREST SCIENCE AND SOIL SCIENCE

29 November, 2 pm

VR Timmer, Faculty of Forestry, University of Toronto, "Exponential Fertilization and Steady-State Nutrient Culture of Forest Tree Seedlings." 2-35 Earth Sciences.

GEOGRAPHY

29 December, 3 pm

James Hooper, "The Late Quaternary History of North West Baffin Island." 3-36 Tory Building.

GEOLOGY

3 December, 11 am

Patty Cucman, visiting petroleum geologist, Canadian Society of Petroleum Geologists, "Integrated Mapping of the Thrusted Cardium in the Alberta Foothills." 1-04 Earth Sciences Building.

HISTORY

4 December, noon

Serhii Plokhii, visiting scholar sponsored by the Ramsay Tompkins Endowment, "Writing History Today in Ukraine." 2-28 Tory Building.

INTERDISCIPLINARY LECTURE SERIES IN CULTURAL STUDIES

9 December, 4:30 pm

Gary Kelly, "Gender, Class, and Cultural Revolution." L-3 Humanities Centre.

LAW

30 November, 9:30 am

Saturday Morning at the Law School—"Wills and Estates." Information: 492-3115. Law Centre.

LIMNOLOGY AND FISHERIES DISCUSSION GROUP

5 December, 12:30 pm

Bill Tonn, "Piscivory and Recruitment: Mechanisms Structuring Prey Populations in Small Lakes." M-149 Biological Sciences Centre.

MATHEMATICS

3 December, 3:30 pm

Charles Micchelli, senior member, IBM Thomas Watson Research Center, New York, "Banded Matrices with Banded Inverses: Locally Finite Decomposition of Spline Spaces." 649 CAB.

10 December, 3:30 pm

Victor Snaith, McMaster University, "Determinantal Congruences and the Group-Ring Logarithm." 649 CAB.

NURSING

2 December, 12:10 pm

Brian Burtch, associate professor, School of Criminology, Simon Fraser University, "Midwifery, Nursing and Legal Policies in Canada: Implications for Future Research." 2-115 Clinical Sciences Building.

5 December, 7:30 pm

Jan Morse, "Providing Comfort: Alleviating Suffering." Bernard Snell Hall, Mackenzie Health Sciences Centre.

PHARMACY AND PHARMACEUTICAL SCIENCES

4 December, 9 am

Michael Mezei, College of Pharmacy, Dalhousie University, "Novel Drug Delivery System." 6069 Dentistry-Pharmacy Centre.

4 December, 4 pm

Dr Mezei, "The Potential of Liposomes in Dermatology." 2031 Dentistry-Pharmacy Centre. Both lectures sponsored by the Alberta Heritage Foundation for Medical Research.

PHYSICS

29 November, 2 pm

TJT Spanos, "The Thermomechanics and Thermodynamics of Seismic Deformations in Porous Media." V-121 Physics Building.

2 December, 3:30 pm

AG Sitenko, Institute of Theoretical Physics, Kiev, "Nonlinear Wave Interaction and Fluctuations in Plasmas." 631 Avadh Bhatia Physics Laboratory.

PLANT SCIENCE

3 December, 12:30 pm

Sergio Moroni, "A Model for Nitrate Signal Transduction and Root Responses." 1-30 Agriculture-Forestry Centre.

RESEARCH SEMINARS IN EARLY WOMEN

2 December, noon

Kim McLean-Fiander, "Rachel Speght: An Early Seventeenth-Century Poet." 5-20 Humanities Centre.

RURAL ECONOMY

2 December, 3:15 pm

J Shannon Neibergs, PhD candidate, Texas A&M University, "A Comparison of Recommended Farm Accounting Procedures Between Canada and the United States." 519 General Services Building.

5 December, 3:15 pm

Meena Venkateswaran, Postdoctoral Research Fellow, Auburn University, "Advertising of Non-Alcoholic Beverages: A Test of the Mutual Cancellation Hypothesis." 519 General Services Building.

ST JOSEPH'S COLLEGE

CATHOLIC BIOETHICS CENTRE

2 December, 7:30 pm

Thomas Dailey, ethicist; Margaret Mrazek, lawyer; and Joseph O'Brien, physician, "Assisted Suicide: A Seminar and Discussion on the Ethical, Legal and Medical Aspects." Newman Centre, St Joseph's College.

SOCIETY OF EDMONTON DEMOGRAPHERS

6 December, noon

William Johnston, "How Do Canadians and Americans Differ in Their Value Systems?" Meeting Room, Edmonton Main Public Library.

SLAVIC AND EAST EUROPEAN STUDIES

2 December, 3 pm

Andriy Nahachewsky, "A Visit to the Hutsul Village of Kosmach." 436 Arts Building.

SOCIOLOGY

3 December, noon

Brian Burtch, Simon Fraser University, "Midwifery in Canada: The Failure of Criminal Sanctions." 5-15 Tory Building.

SOIL SCIENCE

5 December, 12:30 pm

Frank Aherne, "Putting Learning Theory Into Practice in an Agricultural Curriculum." 2-36 Earth Sciences Building.

WOMEN'S STUDIES AND CANADIAN STUDIES PROGRAM

4 December, 12:30 pm

Mary Collins, the Minister Responsible for the Status of Women, "Violence Against Women." L-3 Humanities Centre.

ZOOLOGY

29 November, 3:30 pm

Anthony Russell, Department of Biological Sciences, University of Calgary, "Getting to Grips With Life: Adhesion in Gekkonid Lizards." M-149 Biological Sciences Centre.



This symbol denotes environmentally related seminars/events. If you wish to have an environmentally related event listed in this way, please contact: The Environmental Research and Studies Centre, 492-6659.

POSITIONS

The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

SUPPORT STAFF

To obtain further information on the following positions, please contact Personnel Services and Staff Relations, 2-40 Assiniboia Hall, telephone 492-5201. Due to publication lead time and the fact that positions are filled on an ongoing basis, these vacancies cannot be guaranteed beyond 22 November 1991. For a more up-to-date listing, please consult the weekly *Employment Opportunities Bulletin* and/or the postings in *PSSR*.

Positions available as of 22 November 1991.

The limited number of vacancies is a result of the current Support Staff hiring freeze.

Applications for regular operating budget funded University positions (both full-time and part-time) are initially restricted to current bargaining unit employees. This is due to the current hiring freeze. Applications may be accepted from external applicants for some positions after internal staffing has been explored.

The salary rates for the following positions reflect adjustments in accordance with the terms for the implementation of the Pay Equity Program.

CLERK STENO (Grade 4) (Part-time Recurring), Food Science, (\$1,456 - \$1,794) (prorated)

CLERK TYPIST (Receptionist) (Grade 5), Office of the Dean of Arts, (\$1,855 - \$2,298)

FOOD SERVICE WORKER (Delicatessen Manager) (Grade 8) (40 hour/week), Housing and Food Services, (\$2,730 - \$3,441)

ADMINISTRATIVE ASSISTANT (Grade 10), Library, (\$2,783 - \$3,549)

The following positions retain salary rates in accordance with the previous classification system and pay plan.

CLERK TYPIST (Temporary/Hourly), Housing and Food Services, (\$10.32/hour)

SECRETARY (Trust/Term to 31 August 1992), Faculty of Medicine, (\$1,744 - \$2,228)

TECHNICIAN (Trust/Term), Medicine, (\$1,808 - \$2,324)

EVENTS

EXHIBITIONS

FAB GALLERY

Until 1 December

Leonard Mwenesi, "Visual Communication for Developing Countries."

Concurrent exhibition: Judy Armstrong, "Genesis 0010: The Electronic Image." 1-1 Fine Arts Building.

FILM

GERMANIC LANGUAGES

3 December, 7:15 pm

"Malou" (1980), German with English subtitles. 141 Arts Building.

MUSIC

CHAPLAINS' ASSOCIATION

3 December, 5 pm

Festival of Lessons and Carols for Advent and Christmas. Featuring members of the University Mixed Chorus conducted by Krista Dickson and various readers from the University community. Convocation Hall, Arts Building.

DEPARTMENT OF MUSIC

29 November, 8 pm

Faculty Recital—Stephane Lemelin, pianist. Part II.

30 November, 8 pm

Opera Workshop class performance.

1 December, 3 pm

Concert Band, WH Street, director.

1 December, 3 pm

Madrigal Singers with the Alberta Baroque Ensemble. Robertson-Wesley United Church.

2 December, 8 pm

Stage Bands I and II, N Corlett and R Baril, directors.

4 December, noon

Noon Hour Organ Recital with T Olford and S Matheson.

5 December, 8 pm

Stephane Lemelin with Edmonton Symphony Orchestra. Jubilee Auditorium.

7 December, 8 pm

Encounters II Concert—works by Mozart, Baker, Beethoven and Rorem. Tickets: \$7/adults, \$5/students and seniors.

All events take place in Convocation Hall, Arts Building, unless otherwise noted.

'STAFFING THE U OF A'

The Association of Academic Staff: University of Alberta is sponsoring a colloquium whose topic is "Staffing the University of Alberta in the 1990s - Recruitment and Retention." The colloquium will be held 17 December from 8:30 am to 5 pm in the Lister Hall Banquet Room. Registration fee is \$10.

Subtopics and speakers are as follows: "The Academic Marketplace in the 1990s" (Paul Dav-enport), "The Academic Staff Model" (Brian McDonald and Bill Cairns), "Equity Issues" (Lois Stanford), "Availability" (Robert Davidson, AUCC), "Economic Issues" (Glenn Harris and Donald Savage, CAUT), "The View from the Trenches" (Doug Wilson, Patricia Clements, Jean-Louis Malouin, RJ (Bob) Crawford". Neil Henry and Jim Marino will provide a wrap-up.

To register, call 492-2796 or 492-4588 by 6 December. All academic staff are invited to attend.

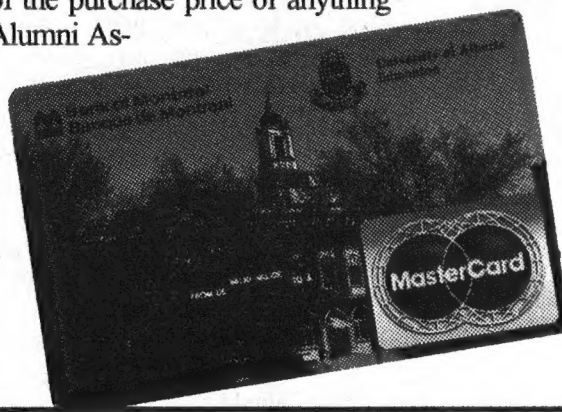
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Purchases may be made by cash, cheque, MasterCard or Visa at the Office of Alumni Affairs, located on the fourth floor of Athabasca Hall. In addition to regular University office hours, the Alumni Office will remain open over the lunch hour until December 20. For more information, phone 492-3224.

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SALE - Groat Estates, Edwardian aura with 20th century features. Three bedrooms, super jacuzzi, modern kitchen. Close to University and all cultural activities. Don't miss it! Val/Ann, Spencer Realty, 435-0808.

RENT - Bungalow for responsible couple with references. \$775 plus utilities, 436-3340.

SALE - Riverbend townhouse, \$115,900. Double attached garage, three bedrooms, fireplace, spacious living room, three kitchen appliances included. Direct bus to University, available for Christmas. Liz Crockford, Spencer Realty, 435-0808, 434-0555.

RENT - Charming two bedroom house, Mill Creek Ravine. Close, quick transit to University or 99 Street and downtown. Garage, skylight, finished basement, family room. \$750, 492-8447, 433-9632.

SALE - University area luxury condo, 11114 83 Avenue. 1,316', two storey, two bedrooms, two bathrooms, fireplace, five appliances. Cathedral ceiling, indoor parking, \$129,900, 439-5169.

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ACCOMMODATION REQUIRED - 3 January - 7 February 1992 for guest artist in the Drama Department. Contact Sandy Scrogum at 492-2274.

GOODS FOR SALE

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CHRISTMAS PUBLISHING SCHEDULE

Folio will not publish 20 and 27 December and 3 January 1992.

The first issue of the new year will appear 10 January.

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